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AUTHOR Anderson, Judith K.
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ABSTRACT

This unit, designed for elementary school social studies classes, contains student materials and teacher's guide for exploring different means of exchanging goods and services. The unit is divided intc two parts and designed around a learning center approach. In Part I the student uses pictures, games, and activity sheets to distinguish between goods and services, and learns about bartering. Students practice what they learn by bartering with one another. Part II deals with mediums of exchange other than bartering. Students make wampum and use it to buy goods and services in the classroom. In the final section of Part II the student analyzes why money is a good medium of exchange. The teacher's guide includes suggestions for taping the introduction and conclusion of each part, worksheets, and answer keys. Total time for the unit is approximately ten hours. (Author/KC)

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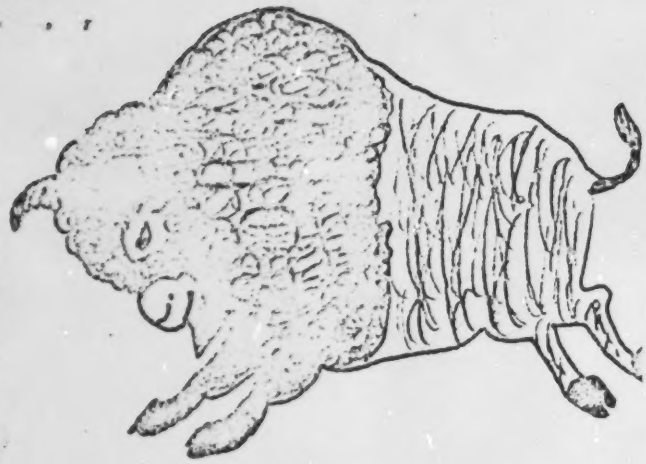
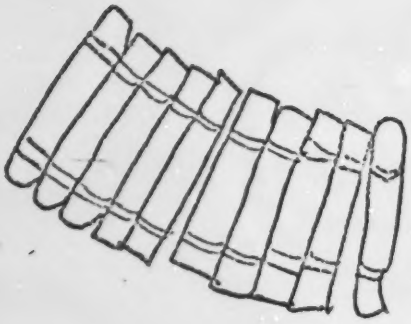


Buffalo Skins, Corn,



Wampum, and Money

SP 012 740

I

A LEARNING PACKAGE EXPLORING
THE MEANS OF EXCHANGING
GOODS AND SERVICES

Teacher's Guide

Developed
by
Judith K. Anderson
as part of
Project COST
USD 449
Easton, Kansas

A Title IV C-i Project

PACKAGE RESUME FORM

Publication Date DECEMBER 13, 1978 **Level/Subject** 3/4 grade Social Studies

Title Buffalo Skins, Corn, Wampum and Money I and II

Author Judith K. Anderson

Abstract Buffalo Skins, Corn, Wampum and Money is a two-capsule package which explores different means of exchanging goods and services. The two capsules are built around the story of a boy who travels to an imaginary valley where each family is self-sufficient. The capsules unfold as the tribe of people experience difficulties exchanging goods and services.

Capsule I is divided into two sections. The student uses pictures, games and activity sheets to distinguish between goods and services in the first section. Section II deals with bartering. The students practice what they learn by bartering with one and another.

Capsule II is also divided into two sections. Section I deals with mediums of exchange. The student is exposed to the benefits of using a medium of exchange instead of bartering. He practices using a medium of exchange by making wampum and using it to buy goods and services in his classroom. In the final section the imaginary tribe begins using money. The student is able to recognize why money is a good medium of exchange.

Capsule I should take about six hours to complete. Capsule II should take about four hours to complete.

PACKAGE OBJECTIVES

Upon completing this learning package your student will be able to:

1. Define "goods".
2. Define "services".
3. Differentiate between goods and services.
4. Define "barter".
5. Barter with one another for goods and services.

Special Instructions/Suggestions

The Learning Center for both capsules of Buffalo Skins, Corn, Wampum, and Money should be a table or counter top where all the necessary materials can be together. Each student capsule can be put in a three-ring notebook and left in the center at all times. Laminating the pages will make the booklet more durable.

The introduction to each capsule, the introduction to each section, and the conclusion of each capsule need to be taped for the student to listen to as he reads along in the capsule. Ring a bell at the end of each page while taping so the student will know when to turn the page. This taping can be done on one tape. Set the counter at 0 when you begin and note down where each new section of tape begins. Make a poster telling this information and post it in the Learning Center.

TAPE NUMBERS

CAPSULE I

INTRODUCTION	0
SECTION I	210
SECTION II	350
END OF CAPSULE I	400

CAPSULE II

INTRODUCTION	500
SECTION I	600
SECTION II	700
END OF SECTION II	750

Each time he listens to the tape, the student should rewind the tape to the very beginning. When he is ready for the next section, he can set the tape counter at 0 and run it at "fast forward" until the counter shows the right number. This will allow more than one child to use the capsule at a time. A demonstration on using the tape player and the filmstrip viewer may be needed before the student begins working on the capsule.

The following materials may be needed in the Learning Center.

1. A checking box (so marked) for students to use for completed work for the teacher to see.
2. Drawing paper.
3. Old magazines full of pictures.
4. An old catalog.
5. Copies of pre-test, post-test and worksheets 2-6.
6. Tape player.
7. Filmstrip previewer.
8. Construction paper of different colors.
9. Plastic sacks (to keep wampum in).

Each student will be responsible for marking his own Progress Chart. A copy of this Progress Chart is included in this guide. Students may find it easier if their Progress Charts are kept in a folder at the Learning Center.

Before beginning the work in this capsule, each student should complete a Pre-test. A copy of the pre-test is included in the guide. It is an indication of where your students are before beginning the capsule. A post-test is given after the student completes the capsule. This allows you to see what the student has learned by completing the activities in the capsule.

PROGRESS CHART

Name _____

Put a √ in the box under the pre-test, activities, and post-test as you complete them. Keep this in a safe place! You will be using it for this capsule.

PRE-TEST ☐ POST-TEST ☐

SECTION I

Choose 2 Choose 2 Choose 1

1	2	3	4	5	6	7	8	9

SECTION II

Choose 2 Choose 1

10	11	12	13	14	15

Special Directions for Section I

Activity 7 - Who Does Services?

Make an answer key to be kept in the center so that this can be a self-checking activity.

1. Dentist
2. Filling Station attendant
3. Mailman
4. Bus driver
5. Doctor or Pharmacist
6. Janitor
7. Fireman

Activity 9-Picture cards

Use sixteen small pieces of cardboard about the size of playing cards. Either draw or cut out pictures of goods and services and glue them on each card. Mark the back with a G or an S. Some suggestions for goods and services are:

1. book
2. teacher teaching
3. umbrella
4. dentist
5. barber
6. carpenter
7. farmer
8. mailman
9. ice cream cone
10. car
11. table
12. repairman
13. coat
14. pitcher
15. florist
16. radio

Special Directions for Section II

Activity 10

The material suggested for the student to read concerns an old trading post in New Mexico. It introduces the term and concept of such a place. Any other material similar to this would be fine if this book is not available to your students.

Activity 11-Abraham Lincoln tape

This activity deals with the story about Abraham Lincoln borrowing a book about George Washington. It got wet, and he worked for three days to pay for it. This could be found in most books about Abraham Lincoln. One that has it is Abraham Lincoln by Genevieve Foster. Make a tape of the story, label it, and place it in the Learning Center.

Activity 15

Set up a space in your room for the trading post and ask the students to bring goods from home which they no longer want and would like to trade. A note home to the parents explaining the activity may be in order. Have each child mark his goods with his name on masking tape and then place them in the trading post.

The children can also trade services with one another like sharpening pencils and putting margin lines on paper. Posters advertising these services can be hung in the trading post, and the services should be included in the bartering.

Worksheets and Keys

Many of the activities ask the students to think and come up with their own answers. The teacher is going to have to use her own judgment in determining whether or not the student is understanding and accomplishing the objectives.

Key-Activity 5

1. Cooking and serving food
2. Show you where to sit
   Give you a menu
3. Take your order
   Bring your food
   Bring your drinks
4. Cook the food

Name KEY Grade _____

Date _____

Buffalo Skins I - Pre-test

1. Put G in front of the items which are goods and S in front of the items which are services.

G 1. Shoes
G 2. French fries
S 3. Mowing lawns
S 4. Filling teeth
S 5. Cooking lunch in the cafeteria

2. Which one of the following is another word for "barter"? Put a check by your answer.

_____ 1. Forest
_____ 2. Sales Person
_____ 3. Indian
_____ 4. Vegetables
✓ 5. Trading

14b

Post-test KEY 14e
Buffalo Skins I

Name _____ Grade _____

School _____ Teacher _____

Circle the letter of the right answer.

1. Frisbees are

(a) goods
b. services

2. Washing the car is

a. a good
(b) a service

3. An example of a good is

a. taking out the trash
b. picking up your toys
(c) a motorcycle
d. feeding the chickens

4. An example of a service is

a. a doughnut
b. a box of crayons
c. cookies
(d) drying the dishes

5. Barter is

(a.) trading goods or services
b. buying with money
c. selling goods
d. buying services

6. You and Joe swap baseball cards. This is

a. selling goods
b. buying services
c. trading services
(d.) bartering goods

BEST COPY AVAILABLE

Worksheet #3, Activity 8 Name KEY

Put a G beside each item which is a good. Put an S beside each item which is a service.

G football
G hamburger
S washing cars
S fixing dinner
S growing wheat
G doll
G shirt
S dry-cleaning clothes
S making doughnuts at a bakery.
G orange
S raking leaves
G toy truck
G sled
S baking bread
S filling teeth
G car
S sewing clothes
S fixing radios
S picking apples
G clock

Get the answer key for activity 8 from the Learning Center. Check your answers. If you missed more then 3, see your teacher. Mark activity 8 on your progress chart.

APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

Name _____ Grade _____

Date _____

Buffalo Skins I - Pre-test

1. Put G in front of the items which are goods and S in front of the items which are services.

_____1. Shoes
_____2. French fries
_____3. Mowing lawns
_____4. Filling teeth
_____5. Cooking lunch in the cafeteria

2. Which one of the following is another word for "barter"? Put a check by your answer.

_____1. Forest
_____2. Sales Person
_____3. Indian
_____4. Vegetables
_____5. Trading

Name _____ Grade _____

Date _____

Buffalo Skins I - Post-test

Circle the one right answer.

1. Frisbees are

   a. goods
   b. services

2. Washing the car is

   a. a good
   a. a service

3. An example of a good is

   a. taking out the trash
   b. picking up your toys
   c. a motorcycle
   d. feeding the chickens

4. An example of a service is

   a. a doughnut
   b. a box of crayons
   c. cookies
   d. drying the dishes

5. Barter is

   a. trading goods or services
   b. buying with money
   c. selling goods
   d. buying services

6. You and Joe swap baseball cards. This is

   a. selling goods
   b. buying services
   c. trading services
   d. bartering goods

14d

PROGRESS CHART

Name _____

Put a √ in the box under the pre-test, activities, and post-test as you complete them. Keep this in a safe place! You will be using it for this capsule.

PRE-TEST ☐ POST-TEST ☐

SECTION I

Choose 2 Choose 2 Choose 1

1	2	3	4	5	6	7	8	9

SECTION II

Choose 2 Choose 1

10	11	12	13	14	15

Worksheet #2 Activity 6 Name_____

Fill in the blank spaces of the worksheet.by telling who does these services in your family.

SERVICE	PERSON DOING THE SERVICE	PERSON GETTING THE SERVICE	REASON FOR SERVICE.
GET LUNCH	MOTHER	THE FAMILY	FAMILY HUNGRY
WASH DISHES	MARY	MOTHER	MOTHER DOESN'T HAVE TO DO IT
MAKE BEDS			
FEED PETS			
WASH CLOTHES			
WASH CAR			
DUST FURNITURE			
BUY FOOD			
MEND CLOTHES			

Use the last two lines to tell about other services done in your family. Turn your paper over and draw and color a picture of your family doing some of these services. Put your paper in the check box and mark activity 6 on your progress chart.

13

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Worksheet #3, Activity 8 Name_____

Put a G beside each item which is a good. Put an S beside each item which is a service.

____football
____hamburger
____washing cars
____fixing dinner
____growing wheat
____doll
____shirt
____dry-cleaning clothes
____making doughnuts at a bakery.
____orange
____raking leaves
____toy truck
____sled
____baking bread
____filling teeth
____car
____sewing clothes
____fixing radios
____picking apples
____clock

Get the answer key for activity 8 from the Learning Center. Check your answers. If you missed more than 3, see your teacher. Mark activity 8 on your progress chart.

Name _____ Date _____

Worksheet #4, Activity 12

Circle the item in each row you would trade for if you had:

1. A balloon

cupcake	bubble gum	comic book

2. A pencil

whistle	ring	eraser

3. A coloring book

trading cards	apple	ruler

4. An orange

sucker	book	box

5. 75¢

3 quarters	ice-cream cone	movie ticket

6. A comic book

cookie	yo-yo	comb

7. A pencil sharpner

red crayon	notebook	candy bar

8. A toy truck

doll	piece of pie	toy plane

9. A hot fudge sundae

25¢	paper dolls	sticker book

10. A ball

jump rope	pair of gloves	taco

Show this sheet to your teacher. Mark activity 12 on your answer sheet.

ACTIVITY 13

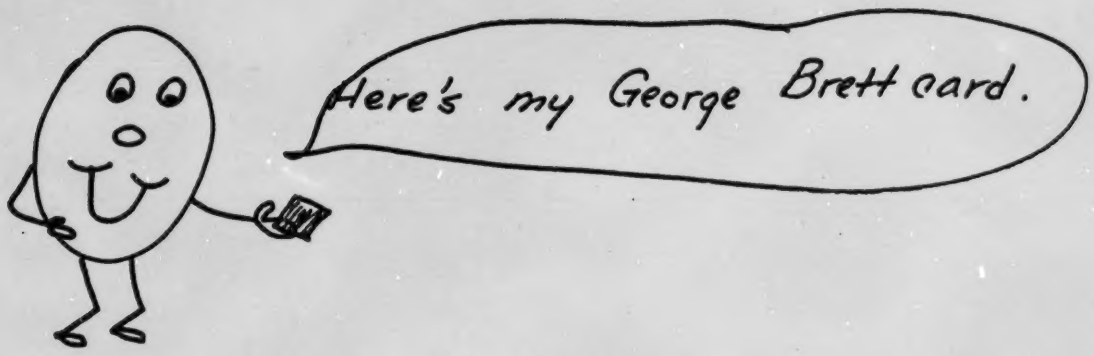
Do not write on this sheet. Get Worksheet #5 from the Learning Center. It looks like this:

Worksheet #5, Activity 13 Name_____

When the Pilgrims came to America, they bartered with the Indians. Pretend you are a Pilgrim and want to barter with an Indian. List the item you wish to barter under the Pilgrim column. List what you would like from the Indian in the other column.

	PILGRIM ITEMS	INDIAN ITEMS
1.	Pots and pans	Turquoise necklace
2.		
3.		
4.		
5.		
6.		
7.		

Put this paper in the checking box. Mark activity thirteen on your progress chart.



Name _____ Date _____

Worksheet #6, Activity 14

List 5 goods or services you have traded for or would like to trade for.

I traded: 3 Yankee baseball cards for 1 George Brett card

doing dishes for a week for 3 books from the book club

1. _____ for _____

2. _____ for _____

3. _____ for _____

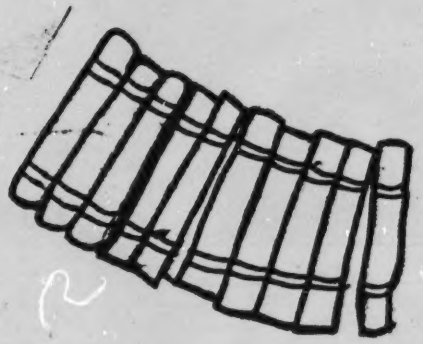
4. _____ for _____

5. _____ for _____

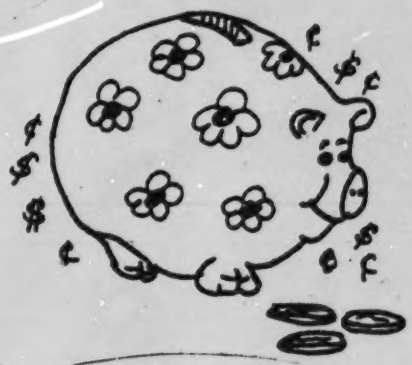
Show this sheet to your teacher. Mark activity 14 on your progress chart.

BUFFALO SKINS,

CORN,



WAMPUM, and



MONEY

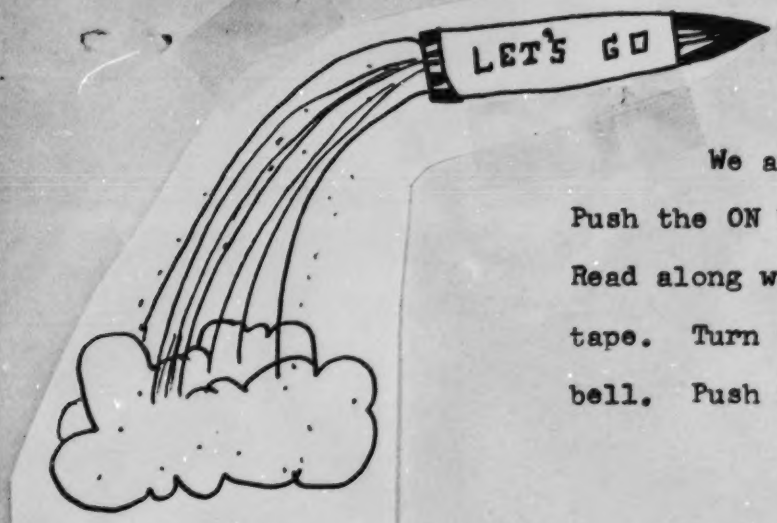
I

A LEARNING PACKAGE EXPLORING THE MEANS OF EXCHANGING GOODS AND SERVICES

Student Material

Developed
by
Judith K. Anderson

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020



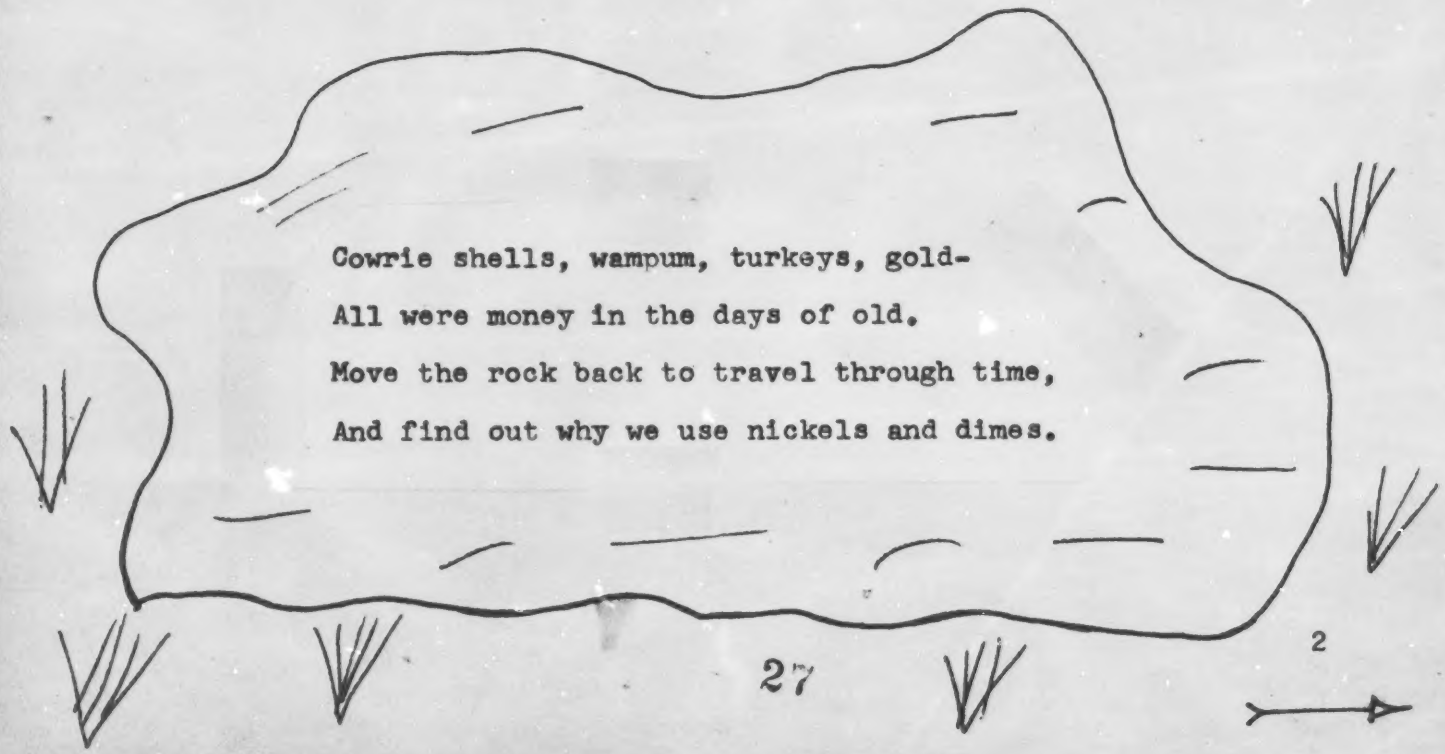
INTRODUCTION

We are going on an adventure. Push the ON button on the tape recorder. Read along with me as you listen to the tape. Turn the page when you hear the bell. Push the button now.

People have gotten along for many years without the nickels, dimes, and dollars that we use today. Have you ever wondered how people got what they needed before the days of purses, pockets, and billfolds full of money? Why do we have money at all? These are some of the questions my friend Jeremy Jones was thinking about.

One day Jeremy was walking home from school, kicking rocks as he went along. Suddenly his foot struck a rock that would not budge.

Jeremy bent down to look at the rock. He could not believe it. There was writing on the rock. It said:


Cowrie shells, wampum, turkeys, gold-
All were money in the days of old.
Move the rock back to travel through time,
And find out why we use nickels and dimes.

Jeremy could not resist an adventure, so he pushed and shoved the rock away. He found a large hole which seemed to have no bottom. He took a deep breath, shut his eyes, and took a step into the hole. He turned over and over and over until finally he landed on his feet.

Jeremy was standing on a mountain looking down into a beautiful valley. He saw tepees all over the valley with small gardens around each. Beautiful forests stood at the bottom of the mountains. Deer, mountain lions, and bears were wandering through the hills. Herds of buffalo were down grazing on the floor of the valley.

Jeremy began to climb down the mountain as fast as he could. He is starting an adventure that will be fun. He is going to learn about money and why we use it. Let's go with him. Everything you need for your trip is here in the learning center. Read and listen carefully. HAVE FUN!

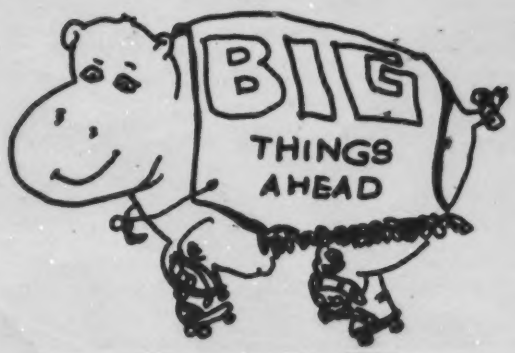
PUSH THE OFF BUTTON ON THE TAPE RECORDER.

TURN THE PAGE TO FIND OUT WHAT YOU WILL LEARN IN THIS CAPSULE.

3

On this trip you will learn to:

1. Tell the meaning of "goods".
2. Tell the meaning of "services".
3. Tell goods and services apart.
4. Tell the meaning of "barter".
5. Barter with your friends for goods and services.



STOP!

Jeremy has a job for you to do. Go to your teacher and get Worksheet # 1. This is the Pre-test for this capsule. After you complete the worksheet, give it to your teacher. When your paper is checked, you will be ready to go on in this capsule.

Section I

Goods and Services

PUSH THE TAPE RECORDER ON BUTTON NOW.

Jeremy got out of the mountains after lunch and spent the afternoon getting to know the people in the valley. Jeremy saw that each family in the valley made, raised, or hunted everything the family needed. He saw no money. He asked a new friend to loan him a dime. His friend did not know what he was talking about. The people did not need money. They hunted the buffalo, raised corn in their gardens, and used the wood from the forest for fires and building.

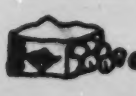
The Moose family invited Jeremy to eat supper with them. Mrs. Moose was upset because she had no buffalo meat. Mr. Moose had no luck hunting that day. Jeremy had been visiting with the Hare family earlier in the afternoon. Mr. Hare had returned from hunting with a big buffalo. But Mrs. Hare was worried because she had no corn for corn bread.

Jeremy told Mrs. Moose about Mr. Hare's buffalo. She went over to visit Mrs. Hare. Mrs. Hare agreed to trade five pounds of buffalo meat for three sacks of corn. Both families had a good supper.

News of the trade spread throughout the valley. Other families started to trade goods which they had plenty of for goods which they needed. Goods is a name for articles or things which people can trade.

Jim Moose was excited about his mother's trade. It helped him think of another good idea. He did not like to hoe corn or hunt buffalo. He liked to make things, especially moccasins. He knew some of his friends did not like to make moccasins. He and Jeremy visited with people in the tribe. Many people told Jim that they would like to trade corn or buffalo meat for good moccasins. Jim was soon in the moccasin-making business.

This idea worked so well for Jim Moose that soon other members of the tribe began doing jobs they liked to do. They would trade the goods they made for the goods they needed. One family built tepees, one hunted buffalo, one grew corn, and one made clothes out of the skins. People were busy trading all the time.



PEMMICAN
(Dried Buffalo Meat)

7

One day Jeremy was visiting George Antelope. George and Jeremy talked about a new idea. The people in the valley were all busy doing their own special work. Many times they traded the goods they made for corn. Then they all had to grind the corn before they could make bread. George wanted to grind the corn for the people. Jeremy thought it sounded like an excellent idea. George would provide a <u>service</u> to the tribe. A service is the performance of work for other people. Instead of trading goods for goods, George wanted to trade a service for goods. Soon the people began to bring their corn to George for him to grind. They would trade part of their corn or other goods for his service of grinding their corn.

PUSH THE STOP BUTTON

In this section of your trip you are going to:

1. Tell the meaning of "goods".
2. Tell the meaning of "services".
3. Tell goods and services apart.

COMING UP NEXT!

Here are some fun activities to help you learn about goods and services. You will need to keep track of the activities when you finish them. Here is a record sheet. On the record sheet you will mark the activity with a ✓ when you are done. Let's look at an example.

CAPSULE I

SECTION I

1	2	3	4	5	6	7	8	9	10
✓									

John is finished with Activity number 1, so he put a ✓ in the box under the number 1.

GOT IT?

If you have questions, ask your teacher.

GO TO THE LEARNING CENTER AND GET A COPY OF THE PROGRESS CHART. THEN TURN THE PAGE TO FIND LOTS OF FUN ACTIVITIES FOR YOU TO DO.

Do activity 1. Do not write on this page. Get a sheet of tablet paper. Write your name and activity 1 on it. Write the number of the question and the answer on your paper.

ACTIVITY 1

Goods! Goods! Goods! What are goods? Well, don't look now but you are surrounded by goods. You are wearing goods. You eat goods. You sleep on goods. It will not take you long to figure out what a good is and to know one when you see it. Let's see if you can do it now. Answer these questions.

1. Name three things you ate for supper last night.
2. Name two tools you used to eat your supper.
3. Name what you sat on and what you put your food on while you ate.
4. Name three things your mother used to fix the meal.

You should have ten things on your paper. All of these items are goods. Let's try again.

1. Name what you slept on last night.
2. Name two things that covered you while you slept.
3. What did you wear while you slept?
4. Name two things you put on when you got up this morning.
5. Tell what you rode in on your way to school.
6. Name four articles in your desk.

Guess what? More goods. Do you think you are getting the idea? I bet you are. Show your paper to the teacher. Put a check on your progress chart for activity 1.

DO TWO OF THESE ACTIVITIES. YOU MAY DO ALL THREE IF YOU WANT.

ACTIVITY 2

Take a piece of plain paper from the Learning Center. Draw a picture of our classroom. See how many goods you can draw in your picture. Count how many goods you have in your picture and write the number on the back. Show your picture to your teacher. Mark activity 2 on your progress chart.

OR

ACTIVITY 3

Make a poster of goods. Get a piece of plain paper from the Learning Center. Cut pictures of goods out of the magazines. Paste them on your paper to make a poster. Find a place you would like to hang your poster and ask your teacher for some tape. Mark activity 3 on your progress chart.

OR

ACTIVITY 4

Pretend that you are going on a vacation. Look through the catalog in the Learning Center. Make a list of goods you would like to buy to take along on your trip. Put your name on your list and put it in the checking box. Mark activity 4 on your progress chart.

Whenever you hear the word "goods" you will usually hear the word "services" right after it. They are a team. So, what is a service? Doing a service is doing work for other people. You do services for other people and they do them for you. Your teacher is doing a service. She is teaching your class. Your father may do a service at his job if he does work that other people need done. Do you have jobs to do at home? When you do them, you are performing a service. The plant keeper in our room does a service. He waters the plants for us.

DO TWO OF THE ACTIVITIES THAT FOLLOW. YOU MAY DO ALL THREE IF YOU WISH.

ACTIVITY 5

Pretend that you are going out to eat with your family. Write the answers to these questions on tablet paper.

1. The place you go to eat is providing a service for you. What are they doing for you and your family?
2. You walk in the door. You might have to wait until someone shows you to a table. What service is that person performing?
3. Next a waitress will come to your table. Name three services she will probably do for you.
4. There are people doing services for you out in the kitchen. What are they doing?

Write your name and activity five on your tablet paper. Put it in the check box and mark activity five on your progress chart.

OR

ACTIVITY 6

Get a work sheet like this from the Learning Center. Do not write in the book.

Worksheet #2 Activity 6 Name_____

Fill in the blank spaces of the worksheet by telling who does these services in your family.

SERVICE	PERSON DOING THE SERVICE	PERSON GETTING THE SERVICE	REASON FOR SERVICE.
GET LUNCH	MOTHER	THE FAMILY	FAMILY HUNGRY
WASH DISHES	MARY	MOTHER	MOTHER DOESN'T HAVE TO DO IT
MAKE BEDS			
FEED PETS			
WASH CLOTHES			
WASH CAR			
DUST FURNITURE			
BUY FOOD			
MEND CLOTHES			

Use the last two lines to tell about other services done in your family. Turn your paper over and draw and color a picture of your family doing some of these services. Put your paper in the check box and mark activity 6 on your progress chart.

13

OR

ACTIVITY 7

Write the answers to these questions on tablet paper. Number your paper from one to seven. Name the person who performs these services for you.

1. Who makes your tooth feel better when it aches?
2. Who fills your parent's car with gasoline, washes the windows, and checks the oil?
3. Who brings mail to your mailbox?
4. Who drives you to school in the morning?
5. Who gives you medicine when you do not feel well?
6. Who keeps the floors of your school clean?
7. Who comes to put out the fire if you house is burning?

Go to the Learning Center. Get the answer key for activity 7. Check your answers. If you missed more then 2, see your teacher. Mark activity 7 on your progress chart.

Now let's see if you can tell the difference between goods and services.

DO ONE OF THESE ACTIVITIES. YOU MAY DO BOTH IF YOU WISH.

ACTIVITY 8

Get worksheet number 3 from the Learning Center. It looks like this:

Worksheet #3, Activity 8 Name_____

Put a G beside each item which is a good. Put an S beside each item which is a service.

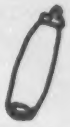
____football	____raking leaves
____hamburger	____toy truck
____washing cars	____sled
____fixing dinner	____baking bread
____growing wheat	____filling teeth
____doll	____car
____shirt	____sewing clothes
____dry-cleaning clothes	____fixing radios
____making doughnuts at a bakery.	____picking apples
____orange	____clock

Get the answer key for activity 8 from the Learning Center. Check your answers. If you missed more than 3, see your teacher. Mark activity 8 on your progress chart.

OR

ACTIVITY 9

Take the stack of picture cards from the Learning Center. If the card shows a good, put it in one pile. If the card shows a service, put it in another pile. When you have all the cards in two piles, turn them over. The cards that show goods will have a G on the back. The cards that show services will have an S on the back. See your teacher if you missed more than 2. Mark activity 9 on your progress chart. when you have finished.



CONGRATULATIONS! You now know what goods and services are. Let's go back and see what Jeremy is doing now.

GO TO THE LEARNING CENTER. GET THE TAPE RECORDER AND GET READY TO LISTEN.

Section II

Barter

Turn on the tape recorder.

Do you remember when Mrs. Moose traded three bags of corn for five pounds of buffalo meat from Mrs. Hare? This trading is called barter. George Antelope traded his service of grinding corn for corn or other goods. This is also called barter.

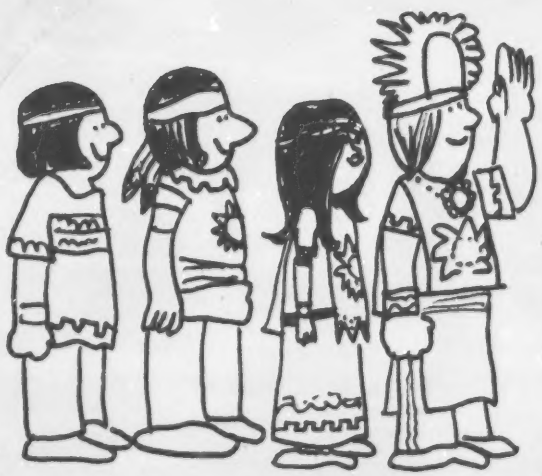
George's corn grinding mill soon became a place where the people gathered to trade with George and their friends. George collected many goods and soon found he was also in the trading business along with the corn grinding business.

People have bartered goods and services for many years. You will find out more about barter in this section.

Push the stop button.

In this part of your trip you will:

1. Tell the meaning of "barter".
2. Barter with your friends for goods and services.



DO TWO OF THE ACTIVITIES WHICH FOLLOW. YOU MAY DO ALL FOUR IF YOU WISH.

ACTIVITY 10

Read pages 78-80 in our Social Studies book, America Today and Yesterday. Answer these questions on tablet paper.

1. Name three things the Indians brought to the trading post to trade with Old Timer.
2. Look at the picture on page 80. Write down four goods you see in the picture that people would like to barter.

or

Your teacher may give you some pages to read in another book.

Write your name and activity ten on your paper. Put it in the checking box and mark activity ten on your progress chart.

OR

ACTIVITY 11

One of our famous presidents is well-known for gaining much of his knowledge by trading work for the chance to read a book.

Listen to the tape about Abraham Lincoln which is in the Learning Center. Write down four jobs you could do as a trade for a good or service.

Show your teacher and mark activity eleven on the progress chart.

OR

ACTIVITY 12 DO NOT WRITE ON THIS PAGE

Get worksheet number 4 from the Learning Center. It looks like this:

Worksheet #4, Activity 12

Circle the item in each row you would trade for if you had:

1. A balloon

cupcake	bubble gum	comic book

2. A pencil

whistle	ring	eraser

3. A coloring book

trading cards	apple	ruler

4. An orange

sucker	book	box

5. 75¢

3 quarters	ice-cream cone	movie ticket

6. A comic book

cookie	yo-yo	comb

7. A pencil sharpner

red crayon	notebook	candy bar

8. A toy truck

doll	piece of pie	toy plane

9. A hot fudge sundae

25¢	paper dolls	sticker book

10. A ball

jump rope	pair of gloves	taco

Show this sheet to your teacher. Mark activity 12 on your answer sheet.

ACTIVITY 13

Do not write on this sheet. Get Worksheet #5 from the Learning Center. It looks like this:

Worksheet #5, Activity 13 Name_____

When the Pilgrims came to America, they bartered with the Indians. Pretend you are a Pilgrim and want to barter with an Indian. List the item you wish to barter under the Pilgrim column. List what you would like from the Indian in the other column.

	PILGRIM ITEMS	INDIAN ITEMS
1.	Pots and pans	Turquoise necklace
2.		
3.		
4.		
5.		
6.		
7.		

Put this paper in the checking box. Mark activity thirteen on your progress chart.

In order for bartering to work, both people must want to trade.

DO ONE OF THE FOLLOWING ACTIVITIES. YOU MAY DO BOTH IF YOU WISH.

ACTIVITY 14

I bet you have traded with some of your friends or members of your family lately. Get worksheet number six from the Learning Center. Do not write on this sheet. Worksheet six looks like this:

Worksheet #6, Activity 14

List 5 goods or services you have traded for or would like to trade for.

I traded: 3 Yankee baseball cards for 1 George Brett card

doing dishes for a week for 3 books from the book club

1. _____ for _____

2. _____ for _____

3. _____ for _____

4. _____ for _____

5. _____ for _____

Show this sheet to your teacher. Mark activity 14 on your progress chart.

OR

ACTIVITY 15

Barter with someone in your room. Go to the class trading post. Select a good or service you would like to have. Bargain with the owner until you are both happy. When you have made a good trade, mark activity 15 on your progress chart.

TURN ON THE TAPE RECORDER

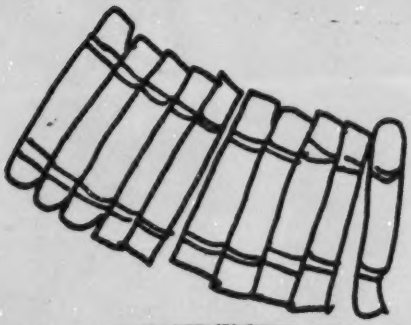
Jeremy had been visiting in the valley for a long time, but he had not forgotten his family back home. His father's birthday was coming, and Jeremy could not miss that. He visited all his friends in the valley, and he told them that he would be gone for awhile. They were all very sad until Jeremy promised that he would come back. Late one evening, he climbed alone up to the time tunnel, and before he knew it, Jeremy was home eating birthday cake with his family.

TURN OFF THE TAPE RECORDER

Congratulations! You have finished this capsule. Visit with your teacher about what you have done. Then you will be ready to go back to the hidden valley with Jeremy.

Buffalo Skins,

Corn,



Wampum, and

Money

II

A LEARNING PACKAGE EXPLORING THE MEANS OF EXCHANGING GOODS AND SERVICES

Teacher's Guide

Developed
by
Judith K. Anderson

PACKAGE RESUME FORM

Publication Date DECEMBER 13, 1978 **Level/Subject** 3/4 grade Social Studies

Title Buffalo Skins, Corn, Wampum and Money I and II

Author Judith K. Anderson

Abstract Buffalo Skins, Corn, Wampum and Money is a two-capsule package which explores different means of exchanging goods and services. The two capsules are built around the story of a boy who travels to an imaginary valley where each family is self-sufficient. The capsules unfold as the tribe of people experience difficulties exchanging goods and services.

Capsule I is divided into two sections. The student uses pictures, games and activity sheets to distinguish between goods and services in the first section. Section II deals with bartering. The students practice what they learn by bartering with one and another.

Capsule II is also divided into two sections. Section I deals with mediums of exchange. The student is exposed to the benefits of using a medium of exchange instead of bartering. He practices using a medium of exchange by making wampum and using it to buy goods and services in his classroom. In the final section the imaginary tribe begins using money. The student is able to recognize why money is a good medium of exchange.

Capsule I should take about six hours to complete. Capsule II should take about four hours to complete.

Special Instructions/Suggestions

The Learning Center for both capsules of Buffalo Skins, Corn, Wampum, and Money should be a table or counter top where all the necessary materials can be together. Each student capsule can be put in a three-ring notebook and left in the center at all times. Laminating the pages will make the booklet more durable.

The introduction to each capsule, the introduction to each section, and the conclusion of each capsule need to be taped for the student to listen to as he reads along in the capsule. Ring a bell at the end of each page while taping so the student will know when to turn the page. This taping can be done on one tape. Set the counter at 0 when you begin and note down where each new section of tape begins. Make a poster telling this information and post it in the Learning Center.

TAPE NUMBERS

CAPSULE I

INTRODUCTION	0
SECTION I	210
SECTION II	350
END OF CAPSULE I	400

CAPSULE II

INTRODUCTION	500
SECTION I	600
SECTION II	700
END OF SECTION II	750

Each time he listens to the tape, the student should rewind the tape to the very beginning. When he is ready for the next section, he can set the tape counter at 0 and run it at "fast forward" until the counter shows the right number. This will allow more than one child to use the capsule at a time. A demonstration on using the tape player and the filmstrip viewer may be needed before the student begins working on the capsule.

The following materials may be needed in the Learning Center.

1. A checking box (so marked) for students to use for completed work for the teacher to see.
2. Drawing paper.
3. Old magazines full of pictures.
4. An old catalog.
5. Copies of pre-test, post-test and worksheets 2-6.
6. Tape player.
7. Filmstrip previewer.
8. Construction paper of different colors.
9. Plastic sacks (to keep wampum in).

Each student will be responsible for marking his own Progress Chart. A copy of this Progress Chart is included in this guide. Students may find it easier if their Progress Charts are kept in a folder at the Learning Center.

Before beginning the work in this capsule, each student should complete a Pre-test. A copy of the pre-test is included in the guide. It is an indication of where your students are before beginning the capsule. A post-test is given after the student completes the capsule. This allows you to see what the student has learned by completing the activities in the capsule.

Special Directions for Section I

Activity 1-"The Tuba Factory"

"The Tuba Factory" is a story taken from Economics in Action-Lesson Ideas for the Primary Grades. It is an original story by Jeanne Stoner about a man who goes to work in a tuba factory and asks to be paid in tubas instead of money. He runs into difficulty when he tries to buy things with his tubas. Any story with this idea will work as well and can be used instead of "The Tuba Factory" if it is not available.

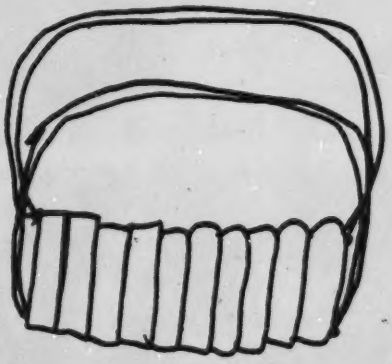
Activity 2-Trading with the school secretary

Visit with the secretary before the students get to this activity to be sure that it is all right for them to visit her. Explain the activity so that she will understand what the purpose of their visit is. Barter will not work if both parties do not have a good or service which the other wants.

Activity 6-Wampum

Make several 2 inch square patterns out of tagboard for the students to use when they make wampum.

Make some wampum of your own. With a needle and thread sew the wampum together side by side at the top and the bottom. Make a necklace out of the wampum so that the students can see how the Indians used it.



The children are to earn their wampum with their daily work. Mark on each paper they turn in the amount of wampum they have earned on that paper. For example a math paper with no mistakes might be worth 10 pieces of wampum.

The students are to use their wampum at the trading post. They should buy the items from one another instead of trading for them.

Worksheets and Keys

Many of the activities ask the students to think critically and then to come up with their own answers. The teacher is going to have to use her own judgement in determining whether or not the student is understanding and accomplishing the objectives.

Key-Activity 1

1. The tubas were too big to carry around or to keep. They were hard to cut up to buy little things with.
2. No, because no one wants more then one piccolo if they even want that.
3. Everyone can use money. It is a nice size and has the same value to everyone.

Key-Activity 4

A picture of any three of these is correct:

wampum
cowrie shells
cattle
grain
salt

Key-Activity 7

1. Money won't spoil, or get sick, or dissolve.
2. It is easy to make change with money
3. Money has value to many people.

Name Key Grade

Date

Buffalo Skins II - Pre-test

1. An example of a medium of exchange is

   A. shopping

   B. Indians

   (C.) money

   D. trading

2. Using a medium of exchange is easier than bartering because it

   A. will not spoil.

   (B.) is easy to carry around.

   C. has no value.

   D. is hard.

3. The medium of exchange that you use in the grocery store is

(A.) money.

B. wampum.

C. gold.

D. corn.

Write True if the sentence is true.
Write False if the sentence is false.

Money is a good medium of exchange
True because it will not spoil.

Corn is a good medium of exchange
False because it will not spoil.

A good medium of exchange should
True be easy to carry around.

Rocks are a good medium of exchange
False because they are always valuable.

Name Key Grade _____

Date _____

Buffalo Skins II - Post-test

1. Put G in front of the items which are goods and S in front of the items which are services.

G 1. Umbrella
S 2. Filling the car with gas
G 3. Pitcher
G 4. Desk
S 5. Cooking dinner at school

2. Another word for trading is barter.

3. List three items which have been used as a medium of exchange.

1. wampum grain
2. salt cowrie shells
3. cattle

4. List three reasons why money is a good medium of exchange.

1. Money has value to many people.
2. It is easy to carry around
3. Money will not spoil, get sick or dissolve.

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APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

PROGRESS CHART
Buffalo Skins... II

Name _____

Put a ✓ in the box under the pre-test, activities, and post-test as you complete them. Keep this in a safe place! You will be using it for this capsule.

PRE-TEST

POST-TEST

SECTION I

Choose 1 Choose 2

1	2	3	4	5	6

SECTION II

Choose 1

7	8

INTEREST GRABBERS

1	2	3	4	5	6	7

Name _____ Grade _____

Date _____

Buffalo Skins II - Pre-test

Circle the one right answer.

1. An example of a medium of exchange is

   A. shopping

   B. Indians

   C. money

   D. trading

2. Using a medium of exchange is easier than bartering because it

   A. will not spoil.

   B. is easy to carry around.

   C. has no value.

   D. is hard.

3. The medium of exchange that you use in the grocery store is

A. money.

B. wampum.

C. gold.

D. corn.

Write True if the sentence is true.
Write False if the sentence is false.

_____ Money is a good medium of exchange because it will not spoil.

_____ Corn is a good medium of exchange because it will not spoil.

_____ A good medium of exchange should be easy to carry around.

_____ Rocks are a good medium of exchange because they are always valuable.

Name _____ Grade _____

Date _____

Buffalo Skins II - Post-test

1. Put G in front of the items which are goods and S in front of the items which are services.

_____1. Umbrella
_____2. Filling the car with gas
_____3. Pitcher
_____4. Desk
_____5. Cooking dinner at school

2. Another word for trading is _____.

3. List three items which have been used as a medium of exchange.

1. _____

2. _____

3. _____

4. List three reasons why money is a good medium of exchange.

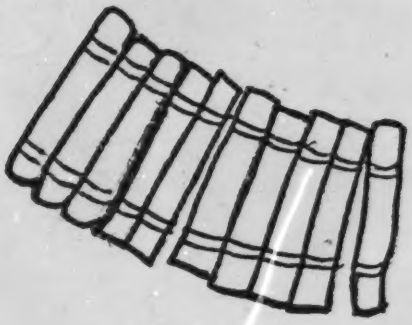
1. _____

2. _____

3. _____

BUFFALO SKINS,

CORN,



WAMPUM, and

MONEY

II

A LEARNING PACKAGE EXPLORING THE MEANS OF EXCHANGING GOODS AND SERVICES

Student Material

Developed
by
Judith K. Anderson

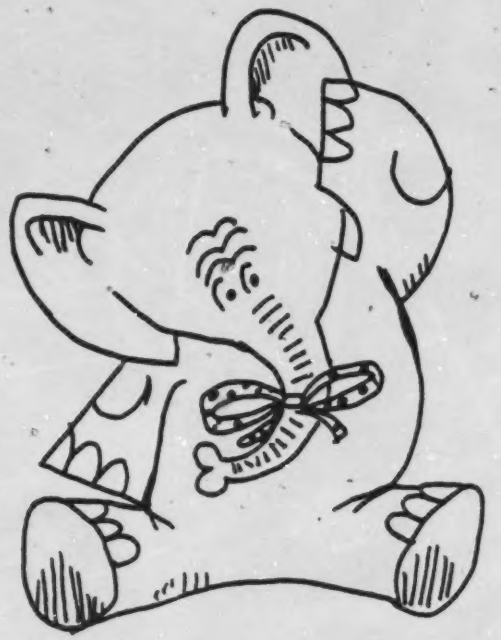
INTRODUCTION

We are going to continue our adventure with Jeremy.
TURN ON THE TAPE RECORDER NOW

Jeremy has been discovering ways that his friends in the hidden valley have gotten along without the nickels, dimes, and dollars that we use today. His friends were bartering with one another when he had to leave for his father's birthday party.

Jeremy spent several weeks at home with his family, but he did not forget his friends in the valley. He began to worry about them. Jeremy knew it was not easy to carry big bags of corn or bunches of buffalo skins around to trade. He thought about what would happen if a farmer took his cows to the store to trade them for groceries. The grocery store would soon be a MESS! He was afraid that his friends in the valley might be having the same problem. He returned to the valley quickly. He needed to find out what his friends were going to do.

PUSH THE STOP BUTTON



WE MAY HAVE A PROBLEM.

On this part of your trip you will learn to:

1. Explain why using a medium of exchange is easier than bartering.
2. Tell the meaning of medium of exchange.
3. Explain why money is a good medium of exchange.

Jeremy has a job for you to do. Go to your teacher and get the Pre-test. After you complete the activities on the pre-test, give it to your teacher. When the paper is checked, you will be ready to go on in this capsule.

Section I

Medium of Exchange

TURN ON THE TAPE RECORDER NOW

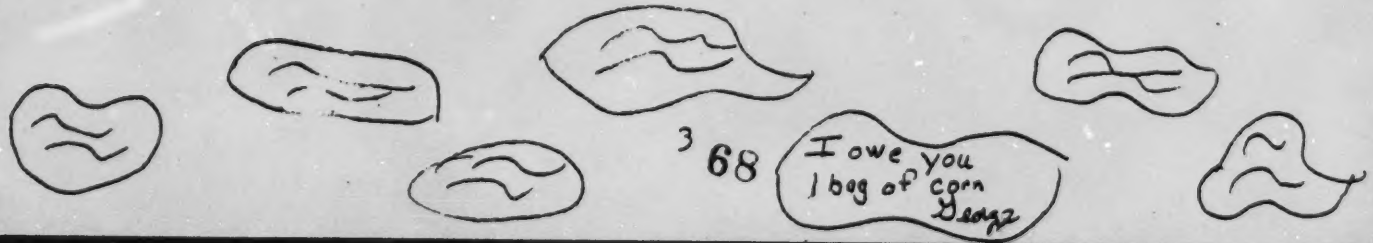
When Jeremy got back to the valley, he found that George's Mill and trading Post had become a very busy place. The people were wasting a lot of time at George's waiting to make a trade. Jeremy got busy and helped George trade with the people.

One day Farmer Jack Muskrat brought in some green beans he had grown for George to trade. He wanted something to prove that he had left the beans. George reached down and picked up a flat rock. He wrote on it, "I owe you one bag of corn". He then signed it. Jack Muskrat was happy. He knew he could either keep the rock or exchange it for other goods since everyone trusted George.

George began to give the rocks to other people when they left goods at his mill. The rocks were much easier to carry than the goods. The people started using the special rocks when they bought or sold goods or services. These special rocks became the <u>medium of exchange</u> for the valley. They were valuable because George had promised to give corn for every rock. The amount of corn for each rock is called the <u>standard of value</u>.

In this section you will do activities which will help you understand medium of exchange.

Push the stop button



COMING UP NEXT!

Here are some fun activities to help you learn about goods and service. You will need to keep track of the activities when you finish them. Here is a record sheet. On the record sheet you will mark the activity with a ✓ when you are done. Let's look at an example.

CAPSULE I
SECTION I

1	2	3	4	5	6	7	8	9
✓								

John is finished with activity number 1, so he put a in the box under the number 1.

GOT IT?

Questions? Ask your teacher.

GO TO THE LEARNING CENTER AND GET A COPY OF THE PROGRESS CHART, THEN TURN THE PAGE TO FIND LOTS OF FUN ACTIVITIES FOR YOU.

By the end of this part of your trip, you will be able to:

1. Tell why using a medium of exchange is easier than bartering.
2. Tell the meaning of "medium of exchange".

DO ONE OF THESE ACTIVITIES. YOU MAY DO ALL THREE IF YOU WISH.

ACTIVITY 1

Go to the Learning Center, and read the story "The Tuba Factory". Answer the questions about the story on tablet paper.

or

Your teacher may have another story for you to read. Put your name and activity 1 on your paper and put it in the check box. Mark activity 1 on your progress chart.

OR

ACTIVITY 2

Take an article out of your desk that you feel is worth at least 75¢ (or whatever amount it costs you to eat lunch at school each day). Think about what would happen if you tried to trade your article for lunch. Go up to the office and ask the secretary to trade your article for lunch today. Find out why she does or does not want to trade. Mark activity 2 on your progress chart.

OR

ACTIVITY 3

Watch the filmstrip, "The Fisherman Who Needed a Knife". Mark activity 3 on your progress chart.

DO TWO OF THESE ACTIVITIES. YOU MAY DO ALL THREE IF YOU WISH.

ACTIVITY 4

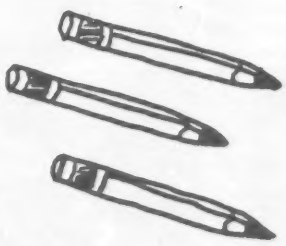
Watch the first part of the filmstrip "Different Kinds of Money". Before you begin to watch the filmstrip, set the counter on the tape recorder at 0. Stop the tape and filmstrip when the counter says 40.

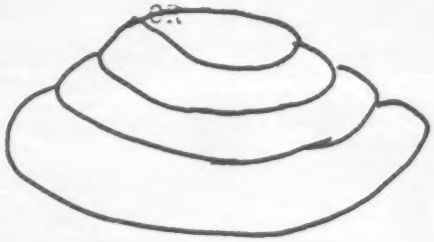
Draw a picture of three of the different mediums of exchange shown in the filmstrip. Show your picture to your teacher. Mark activity 4 on your progress chart.

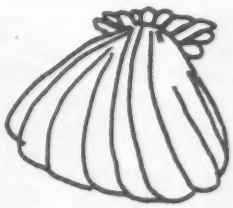
OR

ACTIVITY 5

The Indians used wampum and cowrie shells as mediums of exchange. A medium of exchange needs to be small enough to carry around easily. Cut out pictures and make a poster of articles that could be used as a medium of exchange. Some things that might work are marbles, corn kernels, beads, pencils, or rocks. Hang your poster in a good place in the room. Mark activity 5 on your progress chart.







OR

ACTIVITY 6

Here at school your job is learning. For the next several days, you will be able to trade the work you do for wampum. When your teacher checks your papers, she will mark on them how much wampum you have earned from doing that paper. You may then go to the Learning Center and make that much wampum. Here is how to make it.
You will need construction paper, scissors, glue, a pencil, and the wampum pattern in the Learning Center.

1. Draw around the pattern for each piece of wampum you are making.
2. Cut the wampum out of the construction paper.
3. Roll the paper tightly around your pencil. Glue down the end so that the paper won't open.
4. Hold the rolled paper until the glue is dry. Then slip it off the pencil.
5. Keep your wampum in a plastic bag in your desk.

The Indians used their wampum to make beautiful belts and necklaces. We are not going to do that because it is easier to trade with it loose. Your teacher has made a necklace, though, to show you how it would look.

Use your wampum to trade for goods and services at the Learning Center.

Mark activity 6 on your progress chart. Visit with your teacher about some of the goods or services you bought.

Section IV

Money

TURN ON THE TAPE RECORDER NOW.

George soon ran into trouble with his rocks. He was happy to give people rocks with his name on them when they left things for him to trade, but people started to bring in other rocks. They would get angry when George would not give them any corn for their rocks. He also started to run out of room at the mill because so many people brought things to him for rocks.

Jeremy could see that things were not going well, and he did some exploring around the valley. He discovered a nice big cave not far up the mountain. He visited with Mary Peacock about opening a Bank in the cave. She could store all of the people's goods in the cave and give them special rocks to use in trading. Slowly the people began to take their goods to Mary to be traded for the medium of exchange-rocks. They could spend their rocks or get their goods back at any time.

Things were working very well until one day trouble hit. The corn got wet in the cave and spoiled. When the people heard about this, they all rushed up to tne cave with their rocks. They wanted their corn back! Poor Mary had to lock the doors. She called Jeremy and the valley leaders.

The leaders met and decided that corn was not a good standard of value because it could spoil. Gold was in the mountains around the valley, and the people had used it to make jewelry. The leaders decided to use gold as a standard of value. It would not spoil and would always be valuable.

The people could trade their gold for carved rocks at Mary's Bank.

But Mary Peacock asked for another change. Rocks were hard to stack. It was hard to carve names and amounts on them. She would like to change the medium of exchange to paper. It would stack up easily. She could write whatever she needed to on paper. For smaller trades, the people could use pieces of metal called coins. She could stamp the value on the coins, and they would stack up well also.

The people agreed that this would be a good idea. Paper and coins were the new mediums of exchange. The paper and coins were called money.

PUSH THE STOP BUTTON

At the end of this section you will:

1. Tell why money is a good medium of exchange.

DO ONE OF THE ACTIVITIES WHICH FOLLOWS. YOU MAY DO BOTH IF YOU WISH.

ACTIVITY 7

Watch the filmstrip "Money: From Barter to Banking" Part 1. On tablet paper, write down 3 reasons that money is a good medium of exchange. Show your teacher your list. Mark activity 7 on your progress chart.

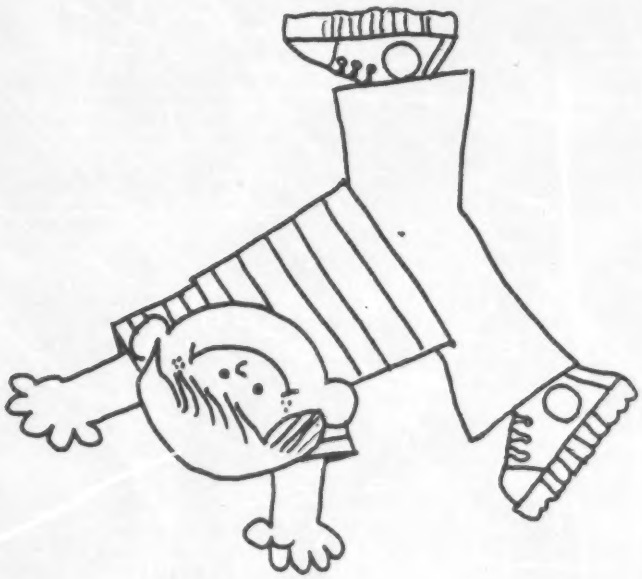
OR

ACTIVITY 8

Think about what would happen if you took the wampum you earned and made to the grocery store to buy some bread. Write a story about a person who tried to buy a good or service with wampum he made. Show your story to your teacher. Mark activity 8 on your progress chart.

TURN ON THE TAPE PLAYER.

Things were running smoothly in the valley and Jeremy was getting lonesome for home. He had made lots of new friends in the valley and it was hard to say good-by, but one morning he climbed up the mountain. He stepped into the time tunnel hole, and found himself whirling and twirling once more.



Soon he was back on his familiar road, and he scooted home as fast as he could.

TURN OFF THE TAPE RECORDER.

GOOD
FOR
YOU

You have finished the four parts of your trip. Ask your teacher for the Post Test.

When Jeremy got home, he wanted to find out more about trading and mediums of exchange. On the next page are some things he did. Try them if you like.

interest Grabbers

1. Watch the filmstrip "Money: From Barter to Banking" Part II.
2. Watch the rest of the filmstrip "Different Kinds of Money".
3. Make a bulletin board showing how man has progressed from bartering for goods and services to using money.
4. Read a story about peddlers who traveled across our country one hundred years ago. Your teacher or librarian can help you find a story. One story is "Nathan and the Peddler" in Looking Ahead.
5. Look up "money" in the encyclopedia. Make a report to your class about different kinds of money people have used.
6. People sometimes try to make their own money. They are called counterfeiters. Use the dictionary and encyclopedia to find out what happens to counterfeiters.
7. The Indians of our country traded valuable land for beads. The beads were very valuable to them. Ask your teacher or librarian to help you find a book or story about the Indians trading Manhattan Island.